

SEVERN BUSINESS COLLEGE

SBC Level 7 Postgraduate Certificate in Education

Course Handbook

Qualification
SBC Level 7 Postgraduate Certificate in Education

Level
7

Guided Learning Hours
480

Total Qualification Time Hours
1200

Credit Value
120

Qualification Objective
The Level 7 Postgraduate Certificate in Education is a postgraduate programme designed to develop advanced professional knowledge, critical understanding and practical competence in education, teaching, learning, assessment and educational leadership. The course provides opportunities to examine contemporary educational theories, critically evaluate teaching and learning strategies, design inclusive learning experiences, implement evidence-informed assessment practices and undertake educational enquiry to improve professional practice. At Level 7, learners are expected to demonstrate originality in the application of knowledge, critical awareness of current educational issues, the ability to evaluate complex information, and the capacity to make informed professional judgements where information may be incomplete or uncertain. The programme promotes inclusive education, digital literacy, ethical professional practice, reflective development and lifelong learning.

Assessment
Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Unit Structure of the Qualification
Level 7 Postgraduate Certificate in Education (120 credits):

Units	Unit level	Unit credit
Advanced Educational Theory and Contemporary Pedagogy	7	20
Curriculum Design, Planning and Pedagogical Practice	7	20
Inclusive Education, Learner Diversity and Differentiated Teaching	7	20
Assessment, Evaluation and Feedback for Learning	7	20
Educational Research, Critical Reflection and Evidence-Informed Practice	7	20
Professional Practice, Educational Leadership and Digital Innovation	7	20

Assessment Grades

Marks Ranges	Marking Criteria
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title
Advanced Educational Theory and Contemporary Pedagogy

Level
7

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction

This unit develops learners' advanced understanding of educational theories, philosophical perspectives, and contemporary pedagogical approaches. It examines how theories of learning inform teaching practice, curriculum development, learner engagement, and educational decision-making. Learners critically evaluate behaviourism, cognitivism, constructivism, social constructivism, humanistic approaches, and experiential learning, considering social, cultural, historical, political, and technological influences on education.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
1.1 Critically analyse major educational theories and evaluate their implications for contemporary teaching and learning.	1.1.1 Critically explain the central principles and assumptions of major educational theories, including behaviourist, cognitivist, constructivist, and social constructivist perspectives. 1.1.2 Compare and contrast theories of learning, evaluating their strengths, limitations, and relevance to contemporary educational contexts. 1.1.3 Analyse how educational theories influence pedagogical decisions, curriculum development, learner engagement, and classroom practice. 1.1.4 Justify the selection of appropriate theoretical perspectives to address a teaching or learning challenge, using relevant academic literature.
1.2 Evaluate the influence of psychological, social, cultural, and developmental factors on learning.	1.2.1 Critically examine relevant theories of cognitive, social, emotional, and developmental learning. 1.2.2 Analyse how prior knowledge, motivation, learner identity, and educational experience influence learning and participation. 1.2.3 Evaluate the effects of social, cultural, linguistic, and socioeconomic factors on educational engagement and achievement. 1.2.4 Recommend evidence-informed pedagogical strategies that respond to developmental, psychological, and contextual learner needs.
1.3 Critically evaluate contemporary pedagogical approaches and their effectiveness in promoting meaningful learning.	1.3.1 Analyse contemporary pedagogical approaches, including active, collaborative, inquiry-based, and problem-based learning. 1.3.2 Evaluate the effectiveness of selected pedagogical approaches using appropriate research evidence and educational theory. 1.3.3 Compare the suitability of different teaching approaches for learners with differing prior knowledge, ability, motivation, and experience. 1.3.4 Develop a justified proposal for improving teaching practice through an appropriate pedagogical approach.
1.4 Develop a critical and evidence-informed understanding of contemporary issues influencing educational practice.	1.4.1 Critically analyse contemporary educational debates, policies, or developments relevant to the learner's professional context. 1.4.2 Evaluate how changes in educational policy, society, technology, and professional expectations influence teaching and learning. 1.4.3 Critically assess the relevance and limitations of published educational research in explaining contemporary educational challenges. 1.4.4 Formulate evidence-informed recommendations for addressing an educational issue, supported by relevant theory and research.

UNIT SPECIFICATIONS

Unit Title
Curriculum Design, Planning and Pedagogical Practice

Level
7

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction
This unit develops learners' ability to design, plan, deliver, and evaluate coherent learning experiences that align curriculum intentions, teaching strategies, learning activities, and assessment. Learners examine curriculum design, constructive alignment, learning outcomes, lesson planning, sequencing, resource development, and programme evaluation. Emphasis is placed on justifying planning decisions using educational theory, learner needs, and evidence of effectiveness.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
2.1 Critically evaluate principles and models of curriculum design and their application to educational practice.	2.1.1 Critically analyse established curriculum design models and explain their underlying principles and assumptions. 2.1.2 Evaluate the relationship between curriculum aims, learning outcomes, teaching activities, and assessment requirements. 2.1.3 Analyse how institutional requirements, professional standards, learner needs, and educational policies influence curriculum development. 2.1.4 Justify the selection of an appropriate curriculum design approach for a specified educational context.
2.2 Design coherent teaching and learning plans that demonstrate alignment between learning outcomes, pedagogy, resources, and assessment.	2.2.1 Develop clearly articulated learning outcomes appropriate to the intended learners, subject area, and level of study. 2.2.2 Design a structured teaching and learning plan demonstrating alignment between outcomes, teaching strategies, learning activities, and assessment. 2.2.3 Justify the selection and sequencing of learning activities using relevant pedagogical principles and knowledge of learners. 2.2.4 Critically evaluate a teaching and learning plan and recommend improvements to its coherence, accessibility, and effectiveness.
2.3 Apply advanced pedagogical strategies to facilitate active, purposeful, and engaging learning.	2.3.1 Select and justify teaching strategies appropriate to the subject matter, intended learning outcomes, and learner characteristics. 2.3.2 Develop learning activities that promote critical thinking, problem-solving, collaboration, and independent learning. 2.3.3 Evaluate the role of questioning, dialogue, modelling, scaffolding, and guided practice in supporting learner understanding. 2.3.4 Propose evidence-informed improvements to teaching strategies in response to learner participation, progress, and feedback.
2.4 Evaluate the effectiveness of teaching practice and use evidence to improve the quality of learning experiences.	2.4.1 Identify appropriate indicators for evaluating the effectiveness of teaching and learning activities. 2.4.2 Analyse evidence of learner engagement, participation, progress, and achievement to evaluate teaching effectiveness. 2.4.3 Critically reflect on the strengths and limitations of a teaching session or learning programme. 2.4.4 Develop an evidence-informed action plan to improve teaching practice and learner outcomes.

UNIT SPECIFICATIONS

Unit Title
Inclusive Education, Learner Diversity and Differentiated Teaching

Level
7

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction

This unit examines inclusive education, learner diversity, educational equity, accessibility, differentiation, and the removal of barriers to learning. Learners investigate social, cultural, linguistic, psychological, physical, and institutional factors affecting participation and achievement. The unit explores inclusive pedagogy, Universal Design for Learning, reasonable adjustments, differentiated instruction, accessible resources, and professional responsibilities for creating inclusive learning environments.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
3.1 Critically analyse theories, principles, and policy frameworks relating to inclusive education and educational equity.	3.1.1 Critically examine the principles of inclusion, equality, equity, accessibility, and social justice in education. 3.1.2 Evaluate relevant educational policies, legal frameworks, and professional guidance relating to inclusion and learner rights. 3.1.3 Analyse how institutional practices, educational structures, and wider social inequalities may create barriers to learning. 3.1.4 Develop justified recommendations for strengthening inclusive practice within a specified educational context.
3.2 Evaluate the influence of learner diversity on teaching, participation, achievement, and educational experience.	3.2.1 Critically analyse the educational implications of differences in ability, prior attainment, language, culture, identity, and learning experience. 3.2.2 Evaluate how socioeconomic circumstances, disability, additional learning needs, and contextual factors may influence access to education. 3.2.3 Critically assess assumptions, stereotypes, and practices that may contribute to exclusion or unequal educational outcomes. 3.2.4 Recommend evidence-informed strategies to respond to learner diversity while maintaining appropriate academic and professional expectations.
3.3 Design differentiated and accessible learning experiences that respond to the diverse needs of learners.	3.3.1 Apply principles of differentiation and Universal Design for Learning to the design of learning activities and resources. 3.3.2 Develop teaching strategies that provide appropriate challenge, support, and flexibility for learners with different needs. 3.3.3 Evaluate the accessibility of learning materials, assessment activities, communication methods, and educational environments. 3.3.4 Justify appropriate adjustments and inclusive interventions using learner information, professional guidance, and relevant evidence.
3.4 Evaluate inclusive teaching practices and formulate strategies to improve learner participation, wellbeing, and achievement.	3.4.1 Identify and critically evaluate barriers to participation, engagement, and achievement within a specified learning environment. 3.4.2 Analyse evidence relating to the effectiveness of inclusive interventions and differentiated teaching approaches. 3.4.3 Develop a strategy for monitoring the impact of inclusive teaching practices on learner participation and progress. 3.4.4 Formulate recommendations for improving inclusion and evaluate how their implementation could enhance educational outcomes.

UNIT SPECIFICATIONS

Unit Title
Assessment, Evaluation and Feedback for Learning

Level
7

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction

This unit develops advanced understanding of educational assessment and its role in supporting learning, measuring achievement, informing teaching decisions, and improving provision. Learners critically examine formative, summative, and diagnostic assessment; validity; reliability; fairness; transparency; moderation; and feedback. The unit considers how assessment supports learner autonomy and self-regulation, while addressing accessibility, academic integrity, and responsible use of digital assessment technologies.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
4.1 Critically analyse assessment theories, principles, and approaches within contemporary educational practice.	4.1.1 Critically explain the purposes and principles of diagnostic, formative, and summative assessment. 4.1.2 Evaluate the strengths and limitations of different assessment approaches in relation to learning outcomes and learner needs. 4.1.3 Analyse validity, reliability, fairness, transparency, and consistency in educational assessment. 4.1.4 Justify an assessment approach for a specified educational context using relevant educational theory and evidence.
4.2 Design assessment strategies that align with learning outcomes, assessment criteria, and expected standards of achievement.	4.2.1 Design assessment tasks that appropriately measure the knowledge, skills, understanding, and professional competencies specified in learning outcomes. 4.2.2 Develop clear assessment criteria and performance descriptors that communicate expected standards to learners. 4.2.3 Evaluate the alignment between teaching activities, learning outcomes, assessment tasks, and assessment criteria. 4.2.4 Recommend modifications to assessment design to improve accessibility, fairness, validity, and reliability.
4.3 Evaluate the role of feedback in promoting learner progress, self-regulation, and academic development.	4.3.1 Critically analyse theories and principles relating to effective feedback and formative assessment. 4.3.2 Develop feedback strategies that provide specific, constructive, actionable, and outcome-focused guidance. 4.3.3 Evaluate how feedback practices influence learner motivation, self-evaluation, engagement, and subsequent performance. 4.3.4 Design a process for using assessment evidence and learner responses to improve teaching and learning.
4.4 Critically evaluate assessment evidence and use the findings to inform educational decision-making and quality improvement.	4.4.1 Interpret assessment evidence to identify patterns in learner performance, progress, and achievement. 4.4.2 Critically evaluate the limitations of assessment data and consider contextual factors that may affect its interpretation. 4.4.3 Analyse how moderation, standardisation, and quality-assurance procedures contribute to consistent assessment decisions. 4.4.4 Develop evidence-informed recommendations for improving assessment practice, learner support, and educational outcomes.

UNIT SPECIFICATIONS

Unit Title
Educational Research, Critical Reflection and Evidence-Informed Practice

Level
7

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction
This unit develops learners' ability to critically engage with educational research, evaluate academic literature, investigate professional challenges, and apply evidence to improve teaching and learning. Learners explore research paradigms, research questions, methodological approaches, data collection and analysis, ethical considerations, and interpretation of findings. The unit integrates critical reflection and emphasises confidentiality, informed consent, data protection, and academic integrity.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
5.1 Critically evaluate educational research literature and assess its relevance to professional practice.	5.1.1 Identify and select relevant academic literature using appropriate scholarly search strategies and research sources. 5.1.2 Critically evaluate the theoretical foundations, research designs, evidence, and conclusions presented in educational studies. 5.1.3 Synthesise findings from multiple academic sources to identify debates, patterns, contradictions, and gaps in existing knowledge. 5.1.4 Develop a reasoned argument explaining how selected research findings may inform teaching practice or educational improvement.
5.2 Develop an appropriate research proposal addressing a defined educational issue or professional practice question.	5.2.1 Formulate a clear, focused, and researchable question relating to an identified educational issue. 5.2.2 Justify the selection of an appropriate research design and methodological approach in relation to the research question. 5.2.3 Develop a research plan identifying suitable data sources, sampling considerations, data collection methods, and approaches to analysis. 5.2.4 Evaluate the feasibility, limitations, and potential professional contribution of the proposed research.
5.3 Apply ethical principles and appropriate methodological practices to educational research and professional enquiry.	5.3.1 Critically analyse ethical principles relevant to educational research, including informed consent, confidentiality, voluntary participation, and participant welfare. 5.3.2 Evaluate the suitability and limitations of qualitative, quantitative, or mixed-methods approaches for investigating educational questions. 5.3.3 Develop procedures for protecting participant information, managing research data, and maintaining academic integrity. 5.3.4 Justify how the proposed research approach will address ethical responsibilities, methodological limitations, and the credibility of findings.
5.4 Use critical reflection and research evidence to develop and evaluate improvements in professional educational practice.	5.4.1 Apply an appropriate reflective framework to critically examine a professional experience, teaching challenge, or educational intervention. 5.4.2 Integrate relevant research evidence and theoretical perspectives to interpret professional experiences and identify areas for improvement. 5.4.3 Develop an evidence-informed action plan specifying intended improvements, implementation strategies, and indicators of success. 5.4.4 Evaluate the potential impact of the proposed improvement and identify priorities for continuing professional learning and further investigation.

UNIT SPECIFICATIONS

Unit Title
Professional Practice, Educational Leadership and Digital Innovation

Level
7

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction

This unit develops learners' understanding of professional identity, educational leadership, collaboration, digital innovation, and continuous improvement. Learners critically examine professional responsibilities, ethical decision-making, leadership theories, organisational culture, and quality improvement. The unit evaluates how digital technologies can support teaching, learning, assessment, accessibility, and professional development, including ethical considerations associated with artificial intelligence, digital privacy, and academic integrity.

Learning Outcomes and Assessment Criteria

The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
6.1 Critically evaluate professional standards, ethical responsibilities, and the development of professional identity in education.	6.1.1 Critically analyse professional expectations, standards, and responsibilities relevant to the learner's educational context. 6.1.2 Evaluate ethical principles relating to professional conduct, confidentiality, safeguarding, equality, and responsible decision-making. 6.1.3 Analyse how personal values, professional experience, institutional culture, and educational expectations influence professional identity. 6.1.4 Develop a justified strategy for maintaining ethical, accountable, and professionally responsible practice.
6.2 Evaluate educational leadership and collaborative approaches that support professional development and institutional improvement.	6.2.1 Critically analyse relevant leadership theories and evaluate their application to educational settings. 6.2.2 Evaluate how collaboration, communication, mentoring, and professional learning communities can improve teaching and learning. 6.2.3 Analyse strategies for managing professional challenges, supporting colleagues, and responding constructively to organisational change. 6.2.4 Develop a proposal for an educational improvement initiative identifying objectives, stakeholders, implementation strategies, and measures of success.
6.3 Critically evaluate digital technologies and emerging innovations in relation to teaching, learning, assessment, and educational accessibility.	6.3.1 Evaluate the pedagogical benefits and limitations of selected digital technologies in a specified educational context. 6.3.2 Design a technology-enhanced learning activity that aligns with learning outcomes and addresses the needs of intended learners. 6.3.3 Critically examine ethical, legal, accessibility, privacy, and academic-integrity considerations associated with educational technology and artificial intelligence. 6.3.4 Develop criteria for evaluating the effectiveness, accessibility, and educational value of a digital learning intervention.
6.4 Develop and evaluate a continuing professional development strategy that supports reflective practice and sustained educational improvement.	6.4.1 Critically evaluate professional strengths, development needs, and areas for improvement using appropriate reflective and evaluative approaches. 6.4.2 Develop a professional development plan containing clear objectives, achievable actions, timescales, and indicators of progress. 6.4.3 Evaluate how professional learning, feedback, collaboration, and research engagement can contribute to improved educational practice. 6.4.4 Produce a critical evaluation of professional development activities and identify priorities for sustained learning, innovation, and future contribution to education.

Version:2610a